

## How Do I Adapt Tasks to Address the Unique Needs of my Students?

Students eligible for the CAPA represent an extremely diverse and unique population. Without compromising the comparability of scores, adaptations are allowable on the CAPA to ensure the student's optimal performance. The CAPA includes two types of adaptations: 1) suggested adaptations for particular test tasks (these will appear in the Task Preparation) and 2) core adaptations that are applicable for many of the test tasks. The following summarizes the core adaptations that may be appropriate for many students across many of the CAPA tasks. The examiner should become familiar with and use these core adaptations whenever appropriate.

### **Core Adaptations**

- As needed, enlarge pictures on stimulus cards.
- Substitute Braille, textured, or auditory materials (such as a sounder ball) for visual stimulus materials if such materials are used regularly by the student.
- As needed for students with visual impairments, cut the actual outlines of shapes and figures from stimulus cards.
- For students with visual impairments, cues such as "Show me" can be changed to cues such as "Tell me."
- Describe pictures as needed for students with visual impairments.
- Allow students with visual impairments to handle objects as needed.
- For students with visual impairments, substitute auditory materials (e.g., sounder ball) for visual materials as needed.
- Position manipulatives and stimulus cards in the way that the student will best perceive them.
- Place materials on a surface with a boundary so that they will not fall away or roll out of reach as a student uses them.
- Allow the student to use an augmentative communication device or communication system such as PECS in place of oral speech.
- Use ASL or manually coded English in place of oral speech when appropriate.
- Allow nonverbal students to respond with gestures, movements, or vocalization in place of speech.
- When appropriate, accept eye gaze as a way of indicating a response.
- Extend wait times if the student has difficulty initiating an activity.
- For students with significant motor impairment, accept a change in muscle tone or a change in facial expression as an observed behavior.
- If a student uses hearing aids or glasses, they should be worn during the assessment. Check the aids daily to make sure they are functioning properly.
- For students with motor impairments, position and stabilize the student so that the most controlled movement is possible.
- Structure the testing environment to eliminate distractions for students who are particularly distractible.
- Allow students with limited mobility to direct another in performing physical tasks.